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size and the ability of the class, the textbook in use, the library facilities, and the laboratory supplies. With a knowledge of all of these at his command the teacher will be able to set aside out of the time given to a certain large division an exact amount of time for each unit in this division, and on the basis of this time he will be able to use the text in making an outline of each of these units for teaching purposes. Not until he has done all of this is he ready to teach any one of the large divisions of the course with the preassurance of success that always comes with painstaking and thoughtful preparation.

R. M. TRYON

A guide to the improvement of country life.—Impressed by “the strategic importance of agricultural life in America,” a recent writer has prepared a practical guide¹ for the improvement of country life under the leadership of rural teachers, preachers, and progressive farm men and women. The book is a straightforward, sympathetic, accurate description of the country-life problem and is so organized as to provide a suitable basis for discussion in rural teachers’ meetings and community gatherings in the interests of public welfare.

Account is taken of the fundamental importance of the rural problem, the contrasts between urban and rural conditions of life, the possibilities and limitations of social surveys of rural communities, the characteristics of such communities, and the problem of the socially defective individual. The second half of the book is definitely constructive and invokes the aid of an imposing array of other forces, economic and social, in encouraging and developing higher standards and nobler satisfactions in country life.

The book makes its strongest appeal to progressive rural-school teachers. To prevent the mistakes of ill-considered enthusiasm, however, frequent common-sense warnings are given. In particular, the well-formulated questions at the end of each chapter provide a good device for checking up any local situation. There are also helpful charts, maps, and bibliographies. This is a good book for reading-circles and teacher-training classes.

The author shows the intelligence and sympathy needed to enlist the interest of the up-to-date farmer and, in general, strikes a note of optimism. Many farmers’ wives, too, will appreciate the author’s championship of their cause. Only in the chapter on the socially defective individuals in rural communities does the author betray the bias of the specialist and lose his intimate touch with his farmer audience.

There is definite recognition of the part to be played by the preacher in the development of the rural community. The church is recognized as indispensable. The author puts too great faith, however, in the future development of the community church. The public school, as the author recognizes,

¹ LLEWELLYN MACGARR, *The Rural Community*. New York: Macmillan Co., 1922. Pp. xiv+239.

is the logical agency for inculcating a community spirit. The social emphasis of this and similar books should not, and will not, prevent a healthy individualism among American farmers.

O. A. TINGELSTAD

The teaching of general science.—Every new subject that is brought into the high-school curriculum has to overcome two handicaps. It is usually opposed by the adherents of the older subjects with more or less vehemence, and it is invariably poorly taught because teachers have not been trained to handle the subject prior to its appearance on the teaching program. General science is no exception to the rule; hence it has retained a place upon the program with considerable difficulty. Better teaching of the subject is needed in order to make it more valuable in the education of adolescent pupils. It was for the purpose of securing better teaching through bringing about a better understanding of the spirit and meaning of the general science movement that Mr. Eikenberry wrote his book.¹ The point of view that the reader should keep constantly in mind is set forth in the following paragraphs from the author's Preface:

The most extensive experiment in science teaching now in progress is represented by the general-science movement. The present volume is presented as an interpretation of this experiment. It is an attempt to show the character of science teaching, its relation to the established sciences, and its place in the new science of education. It is hoped that the teacher, principal, or superintendent who is interested in general science will be able to find something of its spirit and meaning in this book.

The book is not a manual of classroom methods. For information upon this subject and the related subjects of equipment and teaching-devices the reader is referred to the several excellent works on the teaching of the several special sciences, on the teaching of science in general, and the many books upon classroom procedure [p. x].

The author approaches his task by presenting some historical considerations which help to give the reader a conception of the spirit of the movement. He gives a brief criticism of the teaching of science and points to possible roads toward reform. The objectives in science teaching and the objectives in general-science teaching are given in detail. The author's point of view on the adjustment between general and special science is important to note in understanding his interpretation of the meaning of the movement. It is as follows:

The adjustment between general science and special science must be made by the latter building upon what foundation the former lays, rather than by any attempt to prescribe that certain materials shall be used for preparatory reasons [p. 68].

Helpful discussions are given on general science and method, the subject-matter of the general-science course, and principles and examples of organiza-

¹ W. L. EIKENBERRY, *The Teaching of General Science*. Chicago: University of Chicago Press, 1922. Pp. xiii+169. \$2.00.